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Some 18% of the total enrollment at the Work Opportunity Center, Minneapolis, Minnesota, at the time of this study, were from some minority group background: Negro, American-Indian, or Spanish-speaking. This study reports some characteristics of students in minority groups. They came from senior or junior high schools where their attendance had been poor. Less than half lived in intact families, and most had been in many different schools, and moved many times. Average scholastic ability was low average, although there was a very wide range. Academic achievement records averaged "D" work, but citizenship records indicated generally acceptable behavior. Some 50% were taking some classes at the center; with Spanish and Indian attendance slightly higher than Negro, although over half the rated sample were rated poor in attendance. Approximately half were rated acceptable on a personality scale, with another 30% above this. Only 19% were rated ready for a job, although 39% were employed at least part time. (BP)

MINORITY GROUPS STUDY

in the

Work Opportunity Center

Report No. 2

by

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WORK OPPORTUNITY CENTER

Minority Groups Study

Introduction

Youth from racial minorities are among those in special need of the services and opportunities available at the Work Opportunity Center. Minority youth experience poverty, discrimination, poor health, broken homes, mobility, and educational disadvantages in perhaps greater proportion than any other grouping. The Center administers its facilities to meet the special needs of these youth as well as those of other groups. In this study a report will be made on: the number; the familial, educational, and mobility backgrounds; the courses of study, the attendance patterns; the jobs and the personal characteristics of WOC Minority youth.

The primary purpose of this report is to present data and data-supported statements concerning Minority samples enrolled in the Center.

Methodology

On October 2, 1967, the staff cited 60 Minority youth enrolled at WOC. (No official record of race is kept as a matter of policy in the Minneapolis Public Schools). This number represented 18% of the total enrollment (20% of the males and 15% of the females). The group was comprised of 41 Negroes, 13 American Indians, and 6 Spanish-speaking youth. (See Tables 1, 2, and 3).

Data on individuals was obtained from several sources. WOC staff provided current evaluations, job placement information, counselling

data, personal services information, and other comments. A study of available cumulative records provided information of a personal, familial, and educational nature for further describing the group.

At the conclusion of the two month study period, it was found that 15 (25%) of the 60 had withdrawn. Data on this group remains a part of this study.

Results

TABLE 1. Total WCC Enrollment on October 7, 1967:

Male	199	(59%)
Female.....	138	(41%)
TOTAL	337	(100%)

TABLE 2. Total Number of Minority Students

(Identified October 2, 1967 by Teaching Staff)

	No.	% of Enrollment
Male	39	20% of all males enrolled
Female	21	15% of all females enrolled
TOTAL	60	18% of total enrollment

TABLE 3. Minority Groups Numbers

	NEGRO	INDIAN	SPANISH	TOTAL
M	30 (50%)	7 (12%)	2 (3%)	39 (65%)
F	11 (18%)	6 (10%)	4 (7%)	21 (35%)
Total	41 (68%)	13 (22%)	6 (10%)	60 * (100%)

* Fifteen (25%) of these have withdrawn as of 11-28-67.

TABLE 4. Last School Attended

	School	Negro	Indian	Spanish	Total	%
1	North	22	6	1	29	48%
2	Central	6	9	1	7	12%
3	(Out of city)	4	1	0	5	8%
4	South	1	2	1	4	7%
5	Washburn	3	0	0	3	5%
6	Vocational	0	1	2	3	5%
7	Junior H.S.	2	1	0	3	5%
8	Marshall	2	0	0	2	3%
9	Roosevelt	1	1	0	2	3%
10	West	0	1	1	2	3%
	Totals	41	13	6	60	
	%	68%	22%	10%		100%

Tables 6 through 15 on the following pages summarize cumulative record information available from a sample of the entire minority group. The sample contains 57% of the Males and 42% of the Females for an overall total of 52% of the group. Table 5, below, gives a breakdown of the numbers in the sample.

TABLE 5. Numbers in the Cum-Card Info-Sample

	NEGRO	INDIAN	SPANISH	TOTAL
M	16 (53%)	4 (57%)	2 (100%)	22 (57%)
F	4 (36%)	3 (50%)	2 (50%)	9 (42%)
Total	20 (49%)	7 (53%)	4 (67%)	31 (52%)

TABLE 6. High School Credits Earned

No. of Credits	No. of Students	% (of 30)
None earned	7	23%
1 - 5	8	27%
6 - 10	7	23%
11 - 15	3	10%
16 - 20	3	10%
Grad. (30 cr.)	2	7%
No data avail.	1	---
Total N	31	100%

Summary of Table 6 *	Males	Females	Total
- Average No. of Credits	6.9	5.0	6.4
- Median No. of Credits	7	1.5	6.0
- Range of Credits Earned	0 - 20	1 - 19	0 - 20
N =	21	7	28

(* excludes graduates and one with no data available)

- 25% of the undergraduates had earned no credits previously.
- 58% had earned 6 credits or less.

TABLE 7. Family Data

(a) Student's Home and Family Conditions	No. of Students	% (of 29)
1) Normal (both parents at home)	12	41%
2) Parent divorced and remarried	4	14%
3) One parent missing from home due to death, separation, or divorce	11	38%
4) Living with relatives	2	7%
5) (no data available)	(2)	---
N =	31	100%

(b) Number of Children In Family	
1) range in number of children	1 - 8
2) median number of children	4
3) average number of children per family	4.2

(c) Number of Families Receiving A.F.D.C. 4 (16%)

- 59% came from disrupted home conditions.

Mobility Patterns

TABLE 8.

Number of Schools Attended (includes WOC)	Number of Students	% (of 30)
Attended 3, 4	10	33%
" 5, 6	14	47%
" 7, 8	3	10%
" 9, 10	2	7%
" 11	1	3%
(no data available)	(1)	---
	N = 31	100%

TABLE 9.

Number of Changes of address	Number of Students	% (of 30)
No Changes	3	10%
1 or 2	7	23%
3 or 4	10	33%
5 to 10	8	27%
More than 10	2	7%
(no data available)	(1)	---
	N = 31	100%

TABLE 10. Mobility Pattern Summary

Statistic	No. of Schools Attended	Number of Changes In Home Address
Range	3 - 11	0 - 12
Average No.	5.7	3.7
Median No.	5.0	3.5

- 50% have attended 5 schools or more.
- 50% have changed home address 4 times or more during their school lives.

TABLE 11. Previous School Attendance Patterns

Attendance % = $\frac{\text{Present}}{\text{Presence + Absence}}$	No. of Students	% (of 30)
90 - 100%	3	10%
80 - 89%	6	20%
70 - 79%	6	20%
60 - 69%	4	13%
50 - 59%	8	27%
Below 50%	3	10%
(no data available)	(1)	---
	N = 31	100%

- range 15% to 99%
- average 65%
- median 77%
- 37% attended less than 50% of the time at their previous school.
- 80% of this group had what may be termed "poor attendance". (about 25 days or more per year)

TABLE 12. Scholastic Ability Measures: Otis I Q Scores

OTIS I Q SCORE	No. of Students	%
Above 115	1	3%
106 - 115	2	7%
96 - 105	6	20%
86 - 95	11	38%
76 - 85	7	24%
66 - 75	1	3%
56 - 65	1	3%
	N = 29	98%

Table 12 Summary	M	F	Total
- range of IQ scores	61 - 110	87 - 121	61 - 121
- average IQ	89	97	91
- median IQ	88	96	88
N	22	7	29

- a wide range of Otis test scores exists among the group.
- the average IQ lies within the "low average" range of scores on the normal curve.

TABLE 13. Scholastic Abilities: DAT Verbal and Numerical Percentile Rankings (Summary Statistics)

Summary Statistics	Verbal PR's	Numerical PR's
a) range	3 - 95	1 - 85
b) average	28	19
c) median (N)	(12)	(12)

- a wide range of Verbal and Numeric abilities is evidenced by the limited available data. (N=12)
- 50% of the group ranks in the lowest quartile of Minneapolis students.
- Numeric ability is less than verbal ability by these measures.
- Results concur with previous studies on all WOC students.

TABLE 14. Teacher Assigned Grades From Previous School

		Course Grades				
	SEX	A's	B's	C's	D's	F's
Percent of all grades	F	---	5%	30%	37%	28%
	M	1%	2%	18%	48%	31%
Grade point average	F	---	---	---	1.1	---
	M	---	---	---	.94	---

* N of F = 8, N of M = 20

The Grade Point Averages indicate approximately "D" quality academic achievement.

TABLE 15. Teacher Assigned Citizenship Marks

	SEX	Citizenship Marks * 1	2	3
Percent of all marks	F	3%	86%	11%
	M	6%	71%	23%
Citizenship point average	F	--	2.1	---
	M	--	2.2	---

* 1 - outstanding citizenship behaviors

2 - acceptable

3 - unacceptable

TABLE 16. Courses of Study

Gen. Area	Area Name	Negro N = 41	Indian N = 13	Spanish N = 6	Totals N = 60
RELATED ACADEMIC AREAS	Art	5	3	2	10
	Commun.	16	1	4	21
	Math.	15	4	4	23
	Reading	17	5	2	24
	Soc.St.	9	2	2	13
Ave.No.rel.classes per student		1.5	1.2	2.3	1.5
TECHNICAL AREAS	Business	8	4	2	14
	Child Care	2			2
	Dry Cleaning	11	1		12
	Drafting	1			1
	Foods	5	2		7
	Graphic Arts	3	1	1	5
	Home Ec.	3	3		6
	Mach.Shop	3			3
	Nurse's Aide/ Orderly	1		1	2
	Retail Sales	9	2	1	12
	Small Eng.	1	3		4
	Serv.Sta.	1			1
	Welding	1	2		3
Ave.Technical areas per student		1.2	1.4	0.83	1.2

An Analysis of Table 16 Courses of Study.

On the average, per student, ...

- Negroes are enrolled in a slightly larger number of related classes than technical training classes.
- Indians show a slightly higher concentration in the technical training areas.
- Spanish background students take almost 3 times as many related classes as technical training areas.
- Spanish background students take more related classes per student than either Indian or Negroes.
- Indians and Negroes take more technical classes per student than Spanish students.

TABLE 17. Number of Minority Students Taking Related and Technical Classes.

Number of classes per student	No. of Students enrolled: in Related Areas		in Technical Areas	
0	12	20%	7	12%
1	17	28%	35	58%
2	21	35%	17	28%
3	8	13%	1	2%
4	2	3%	0	---
	N = 60		N = 60	

- 63% take either one or two related classes.
- 58% take only one technical area and about half that number take two areas.

TABLE 18. Average Attendance Percentages

	MALE	FEMALE	TOTAL
Negro N = 20	31%	38%	32% *
Indian N = 7	57%	38%	48% *
Spanish N = 4	63%	35%	49% *
TOTAL Min.Group	38%	37%	38% **

* differences in attendance percentages between Negro & Indian and between Negro & Spanish are not significant at the .05 level.

- percent of attendance = $\frac{P}{P + A} \times 100$

* * 38% is not significantly different from results on samples of the entire WOC population or of the previous Minority Study.

The staff was able to make 88 out of 133 rating reports for a 67% return covering 57 of the 60 (95%) minority students. The distribution of the ratings made under each of six scaled measures are shown as percentages in Table 19.

TABLE 19. Staff Ratings of the Minority Groups

(Percent of the total number of ratings made under each item are given for each rating)

1. Attendance:

53% 0. poor

19% 1. fair

28% 2. good

2. Achievement:

17% 0. none

42% 1. a little

15% 2. average

23% 3. good

3% 4. excellent

3. Willingness to work to capacity:

6% 0. unwilling

25% 1. only occasionally

43% 2. usually willing

19% 3. above average in willingness

7% 4. always willing

4. Is this student ready for a job?

45% 0. no

19% 1. yes

36% (not sure)

5. Personality: (general impression on others)

3% 0. unaccepted

16% 1. tolerated

52% 2. acceptable

27% 3. well-liked

3% 4. outstanding

6. Student's self-knowledge, self-image, self-attitudes:

26% 0. poor (unrealistic)

53% 1. fair (sometimes realistic)

21% 2. good (realistic)

ANALYSIS:

- Majority rated as poor attenders
- Achievement averaged 1.5 on the 0-1-2-3-4 scale. (4 is a high rating)
- only 1/5 of the job-readiness responses indicated a feeling that students were "ready" for a job.

TABLE 20. Full-time and Part-time Employment

No.	PART-TIME JOB Type of Work	Wage	No.	FULL-TIME JOB Type of Work	Wage
1	Recruiter	2.00	1	Factory	3.00
1	File Clerk	1.68	1	Child Care	1.77
2	File clerk,messenger	1.50	1	File Clerk	1.77
5	N Y C	1.50	1	Busboy	1.27 +
1	Stockboy	1.50	1	Drafting	1.80
1	Gas station	1.50	1	Waitress	1.15 +
1	Domestic	1.50	1	Janitor	1.80
1	Janitor	1.50			
1	Foods	1.50			
2	Sales Clerk	1.40			
16 (27%)	Total No.	$1.53 Aver.	7 (12%)	Total No.	$1.80 Aver.

- 12% employed full-time.
- 27% employed part-time.
- overall employment rate is 39% which is not significantly different (at .05 level) from the overall WOC rate of 31%.

TABLE 21. Withdrawals During the Study Period

No. of Withdrawals	Reason for Withdrawal
6	Lack of interest
4	Placed on job
2	Non-attendance
1	Married
1	In Military service
1	Moved out of town
15	N

- 25% of the Minority Group have withdrawn during the 2 month study period.

Summary

Eighteen percent of the total enrollment at WCC were identified on October 2, 1967 as racial minority youth. Of these, 68% were Negro, 22% American Indian, and 10% from Spanish speaking backgrounds. By the conclusion of the study period, 25% had withdrawn.

These 60 youth came from 12 senior or junior high schools: principally from North (48%), Central (12%), and South (7%). Although 7% of a representative sample were graduates, the number of credits ranged from zero to 20 with the median at 6. Their attendance at these schools was poor, 80% of the group being absent more than 35 days of the school year.

Certain family conditions (death, separation, or divorce, or living with relatives) were experienced by 57% of the sample, and 16% of the families were on AFDC. The number of children in a family was as high as 8, with the average at 4.2 per family. A great deal of mobility was in evidence in the lives of these minority youth. There were as many as 11 past schools attended by an individual (with the average near 6 per pupil) and as many as 11 changes in home address over the years (with the average near 4 moves).

Scholastic ability measures on students in the sample indicate a wide range in IQ with the mean and median being about 90 (low average abilities). A verbal and numerical ability measure (DAT) given to the sample in the 9th grade resulted in a wide range of scores with 50% ranking among the lowest quartile of Minneapolis students. The results are similar to those from a sample of all races of WCC students.

The grade point averages earned in previous schools indicated "D"

quality academic achievement by both males and females on the average for the sample. Also, the citizenship point average was 2.2 indicating generally acceptable behavior.

At the Center, 63% take either one or two related classes, 16% take 3 or 4, and 20% take none. Fifty-eight percent take training in one technical area, 28% in two areas and 12% take only related subjects. Spanish and Indian students in the sample attended better than the Negroes (49% and 48% compared to 32%), but the differences are not statistically significant.

The WCC teaching staff rated 95% of the group on attendance, achievement, job readiness, and other characteristics. On attendance, 53% of the ratings indicated "poor" attendance, 19% "fair", and 28% "good." On a 0-1-2-3-4 achievement rating-scale ("none" to "excellent" the group average was 1.5, midway between "a little" and "average" achievement). On a 0-1-2-3-4 willingness-to-work scale ("unwilling" to "always willing") the group averaged 1.96, "usually willing". On a personality scale, 52% were "acceptable" ratings, 19% were below but 30% were above this on the scale. The majority (53%) of the ratings called the students' self-attitudes "fair", 26% were "poor" ratings and 21% "good." Only 19% of the teacher's responses were "yes" to the question, "is the student ready for a job?"

Twelve percent of the minority group are employed full-time at an average rate of $1.80 per hour and an additional 27% are working part-time at an average hourly wage of $1.53. The overall employment rate is 39% of the minority group.